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INNOVATIVE AND INTERACTIVE TEACHING METHODS

Annotation: In the present article innovational and interactive methods of education, developing critical thinking of pupils in the lessons of pedagogy have been reflected. The authors have presented their material with the sample of practical class.

Key words: globalization, constructive approach, internet technologies.

ИННОВАЦИОННЫЕ И ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ

Аннотация: В данной статье рассматриваются инновационные и интерактивные методы обучения, развивающие критическое мышление студентов на занятиях по педагогике. Авторы представили свой материал на примере практического занятия.

Ключевые слова: глобализация, конструктивистский подход, интернет-технологии

Currently, serious changes are occurring in our republic throughout the education system. One of the factors that led to the reorganization of the university (in particular) model of education is the globalization process, which affected almost all aspects of our lives, and the informatization of the educational process associated with modern computer technologies. The emergence of more advanced concepts, familiarization with the best practices of countries leading in the market of educational services (primarily the USA and Great Britain) and the development on this basis of a national, Uzbek model of education is aimed at solving the problem of demand for a future graduate pupil

in a market economy, the issue of effectiveness knowledge gained, the mobility of his professional qualifications in modern times.

Undoubtedly, the formation of a young specialist takes place in university audiences, the laborious process of training is based on teaching methods, the effectiveness of which ultimately determines the level of qualification of a future graduate. The traditional methodology involves communication between the teacher and the pupil, constant monitoring by the teacher of the pupil's educational activities, and monitoring the assimilation of educational material. In other words, the fruitfulness of this dialogue depends on the correct solution by the teacher of the tasks: a) setting the educational goal, and the pupil's motivation arising from this; b) the implementation of the transfer of material of a certain content (lecture) and its interpretation for pupils (seminars). In this case, the teacher also decides the function of the methodological study of the educational material; c) knowledge control. This training model is prescriptive. In the directive model, the learning outcome is regarded as the transfer of the amount of knowledge due to the rational organization of the content of the educational process when a one-way dialogue occurs.

On the basis of new information and pedagogical technologies, teaching methods, it became possible to change, and radically, the role of the teacher, make him not only the carrier of knowledge, but also the leader, initiator of the pupil's independent creative work, to act as a conductor in the ocean of diverse information, contributing to the independent development of pupil criteria and methods of orientation, finding rational in an informative stream. Interactive methods include: problem statement, presentation, discussion, case studies, group work, brainstorming, critical thinking, quizzes, mini-studies, business games, role-playing games, the Insert method (or the individual tagging method, when pupils write a 7-10-minute associative essay), a blitz survey method, a questionnaire method, a Bingo technique, etc. The process of transmitting information itself is based on the principle of interaction between teacher and

pupil. It involves a great activity of the pupil, his creative rethinking of the information received. In this regard, university teachers are faced with the task of developing and implementing such teaching methods and methods that would be aimed at activating the pupil's creative potential and his desire to study. At the same time, the pedagogical task of forming the citizen's personality and its value orientations should be solved, since the educational process in a university is the main component of the educational process in the life of every person. In addition, the global informatization of modern society also had a significant impact on the educational process, on the higher education system in the republic, requiring a radical revision of the teaching methods used. Thus, the reorganization of the higher education system in the republic presupposes, as a starting basis, a transition to such teaching methods that are based on a constructivist, operational approach, instead of the traditional linear approach, when knowledge was given for the future in the learning process (by the principle - the more, the better). One of the effective methods of activating the learning process is considered the method of problem presentation. With this approach, the lecture becomes like a dialogue, teaching imitates the research process (initially several key postulates on the topic of the lecture are put forward, the presentation is built on the principle of independent analysis and generalization of the educational material by pupils). This technique allows you to interest the pupil, to involve him in the learning process. The organization of problematic training seems quite complicated, requires considerable training of the lecturer. However, at the initial stage of using this method, it can be incorporated into the structure of ready-made previously developed lectures and seminars as an addition. Another effective method can be called the case study method or the method of training specific situations (UKS).

With this teaching method, the pupil is independently forced to make decisions and justify it. The case study method, if you follow the definition of the developers of the method, is a training method in which pupils and teachers

participate in a direct discussion of business situations or tasks. Cases form the basis of an audience conversation led by a teacher. The main thing is that this method promotes the development of the ability to analyze situations, evaluate alternatives, and instills skills for solving practical problems. A special role in the methods and means of teaching in our university is now occupied by modern technologies - the computer and the Internet. In this regard, new visions of ways of successfully forming knowledge and skills among modern learning youth - pupils arise. One of the most noticeable manifestations of the influence of computer and Internet technologies was the use of interactive methods in the learning process. Using all kinds of technical means, in particular modern personal computers in the learning process, these are interactive teaching methods. And proceeding from these positions, we can speak both about the degree of demand for each of the methods, and about the content of modern methods of university education. Summing up, I would like to note that it would be a mistake to elevate learning methods and means to the rank of an end in itself, it is, first of all, a tool for solving educational problems in a university. Therefore, each method must take into account the specifics of a particular academic discipline.

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